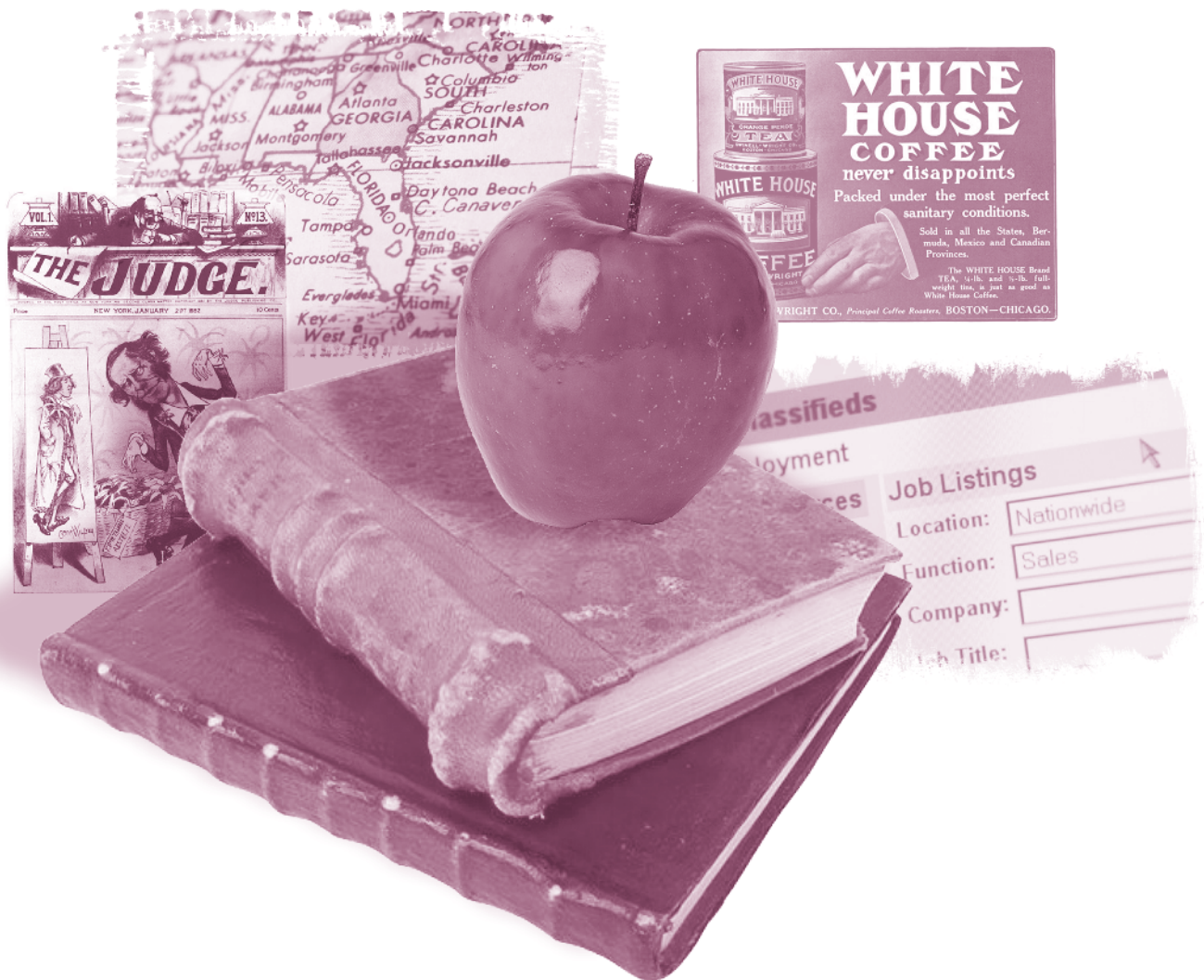


TENNESSEE

Gateway Assessment

Item Sampler



Language Arts

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Introduction to Gateway Language Arts

Content of Tests

The testing program titled the *Tennessee Gateway Assessment* was established to meet the Tennessee mandate for high stakes, end-of-course assessments in Tennessee secondary schools. These tests measure the Tennessee Performance Indicators. Subject areas covered by the testing program include Mathematics, Language Arts, and Science.

Test Development

For the *Tennessee Gateway Assessment*, a staff of writers—composed of both teachers and professional test developers experienced in each of the content areas—researched and wrote the items. Professional editors and content specialists carefully reviewed all items and test directions for content and accuracy. To provide a large pool of items for final test selection, the test developers created approximately twice as many items as were needed in the final editions of the tests.

After tryout tests were administered, student responses were analyzed. Professional content editors and researchers carefully reviewed items, their data, and test directions for content, suitability, and accuracy before including particular items and test directions in operational tests.

Test Administration

Tennessee Gateway Assessments are given to students as they near the end of courses that are included in the program. Tests may be given midyear for block schedules or near the end of the school year.

Each test contains 62 multiple-choice questions.

Students will have ample time to read and answer each of the questions. Each test has been designed to be administered in one session and is untimed.

Tips for Students Taking the Test

Preparing for the test

- Review this Tennessee Gateway Item Sampler for Language Arts carefully and thoroughly.
- Acquire a Tennessee Gateway Practice Test for Language Arts, and take the test several times.
- Become familiar with the correct way to mark answers on the answer sheet. There is a sample answer sheet in the Practice Test.

Before the test

- Get a good night's sleep. To do your best, you need to be rested.

During the test

- Relax. It is normal to be somewhat nervous before the test. Try to relax and not worry.
- Listen. Listen to and read the test directions carefully. Ask for an explanation of the directions if you do not understand them.
- Plan your time. Do not spend too much time on any one question. If a question seems to take too long, skip it and return to it later. Answer all questions you are sure of first.
- Think. If you are not sure how to answer a question, read it again and try your best to answer the question. Rule out answer choices that you know are incorrect and choose from those that remain.

Directions for Using the Item Sampler

This Item Sampler for Language Arts provides specific information to students and teachers. It contains examples of different item types for each Performance Indicator that may be tested in any given Gateway test administration. In the Answer Key, Performance Indicators have been provided for each item along with the correct response. In addition, beginning on page 9, Performance Indicators have been grouped under Reporting Categories. These Reporting Categories will be used to report information regarding performance on the Gateway tests to students, teachers, schools, and systems.

The items in this Item Sampler will not be found in the Gateway tests. The number of items in this Item Sampler does not reflect the emphasis of content on the test. In order to identify the emphasis of content, the Gateway Assessment Practice Test for Language Arts should be used. The Practice Test gives a better representation of content emphasis across Reporting Categories and Performance Indicators.

An Answer Key begins on page 56. Use it to check your answers. Review items that you get wrong.

Directions Read the passage and answer questions 1 through 9.

Whisper of the Land

by Joyce Sequichie Hifler

Joyce Sequichie Hifler's Cherokee Indian name is "Da Ga No Hi Ski-Di Go We Li SGi," which means "She Who Writes Her Philosophy on Paper."

On the darkest day in winter, color is all around us—colors we do not expect to see, so we do not see them. They float in the early morning clouds that lie along the southeastern horizon, and hover in the crevices of the hills at midday. In evening, the western horizon is moving, breathing rose-gold and purple—all shades of purple.

The truth is that we are not tuned to the joy of color the way we are to dreary things. If our minds are caught on dismal colorless thoughts, our eyes have little chance of seeing beyond them.

To overcome my own color blindness, I have spent long hours in the orchard and surrounding areas. Here I find the solitude I need to study the life and color of the land. I have trudged over this ground when it was frozen solid, when it wept with too much rain, when it was dry and dusty, and when it was verdant with growing plants and trees and wild flowers.

I shared everything I saw and comprehended with my notebook, kept minute details about everything I observed. I learned never to assume a thing. I could never rely on memory to recall exactly how a wild strawberry looked, and I knew it would look different when a week had passed.

Every day and every walk was different. The incredible things happening were too important not to keep a record—how a meadow was ablaze with dew gems, a deer as it scampered across the field, and how the smoke from a farmer's brush pile spiraled like a blue corkscrew into the atmosphere.

Everything is full of life for such a short time. The image must be as important in my notebook when I read it again as it was when it happened. It must be able to live again on the page in another season.

My winter notebooks go with me into spring, and my spring notes are soon filled out with summer pictures. I record and record, because each image must have time to work through my own fingers and my own consciousness to live on paper.

The word is only a part of the spirit, but it feeds the one who cannot stop to see, to experience the purples of the land. I cannot assume readers will know what I have seen, how a flower blooms, how a bird flies, or what fragrance is. To trigger someone else's imagination to see for themselves is to come full circle to reawaken my own.

Sometimes when the snow is flying and juncos¹ feed at my window, I close my eyes and see the lush violets that bloom along the banks of the river in another season. I can see the moss-green leaves fat with sap, and lined with crisp white veins to support the weight. The leaves are centered with lilac and purple blooms that are so velvety they hold every drop of dew that falls upon them.

¹juncos: a type of bird

No one should miss the purples that accent nature. We who record the whisper of the land must live in it, breathe it, and bring it forward.

Wonders await us all. But our spirits must be kindled to see and to feel. Then, when we are weary, when all the color has drained from our spirits, we can tap into the life of the land again and find a healing peace.

“Whisper of the Land” from *When The Night Bird Sings* by Joyce Hifler, copyright © 1999 by Joyce Hifler. Used by permission of Council Oak Books.

GL121

Reporting Category: Literary Content
Numbers 1 through 3

Performance Indicator: Identify an author's point of view (1st person or 3rd person limited, 3rd person omniscient).

1 What is the author's point of view in this passage?

- A** first person
- B** second person
- C** third person limited
- D** third person omniscient

GL010440.121

Performance Indicator: Identify simile, metaphor, onomatopoeia, alliteration, or personification in poetry or prose.

2 Which excerpt from the passage shows an example of a simile?

- F** . . . the western horizon is moving, breathing rose-gold and purple . . .
- G** . . . how a meadow was ablaze with dew gems, a deer as it scampered across the field . . .
- H** . . . the smoke from a farmer's brush pile spiraled like a blue corkscrew . . .
- J** . . . each image must have time to work through my own fingers and my own consciousness . . .

GL010439.121

Performance Indicator: Determine the significance/meaning of a symbol in poetry or prose.

3 What does the color purple symbolize in this passage?

- A** the wonder and beauty of the natural world
- B** the strength and wisdom of the written word
- C** the power of the changing seasons and weather
- D** the ability of people to ignore meaningful events

GL010437.121

Reporting Category: Word Choice
Numbers 4 and 5

Performance Indicator: Determine the meaning of a word in context.

4 Read this sentence.

I have trudged over this ground when it was frozen solid, when it wept with too much rain, when it was dry and dusty, and when it was verdant with growing plants and trees and wild flowers.

The underlined word in the sentence most nearly means

- F** surrounded.
- G** green and thriving.
- H** burdened.
- J** smothered and hot.

GL010435.121

Performance Indicator: Select a logical word or phrase to complete an analogy.

5 Read this sentence from the passage.

They float in the early morning clouds that lie along the southeastern horizon, and hover in the crevices of the hills at midday.

As it is used in this sentence, crevices are to _____ as peaks are to summits.

- A** tops
- B** hills
- C** paths
- D** cracks

GL010438.121

Reporting Category: Making Meaning
Numbers 6 through 9

Performance Indicator: Select the sentence from a non-fiction writing sample that relates the writer's purpose (i.e., narration, description, persuasion, exposition, and personal, creative expression).

6 Part of the author's purpose in writing this passage is to persuade. Which sentence from the passage demonstrates this purpose?

- F** In evening, the western horizon is moving, breathing rose-gold and purple—all shades of purple.
- G** To overcome my own color blindness, I have spent long hours in the orchard and surrounding areas.
- H** To trigger someone else's imagination to see for themselves is to come full circle to reawaken my own.
- J** The leaves are centered with lilac and purple blooms that are so velvety they hold every drop of dew that falls upon them.

GL010432.121

Performance Indicator: Distinguish fact from opinion within a passage or writing sample.

7 Which sentence from the passage is a fact, not an opinion?

- A** On the darkest day in winter, color is all around us—colors we do not expect to see, so we do not see them.
- B** The truth is that we are not tuned to the joy of color the way we are to dreary things.
- C** My winter notebooks go with me into spring, and my spring notes are soon filled out with summer pictures.
- D** No one should miss the purples that accent nature.

GL010430.121

Performance Indicator: Draw inference(s) from a selected passage.

8 Read this sentence from the passage.

Then, when we are weary, when all the color has drained from our spirits, we can tap into the life of the land again and find a healing peace.

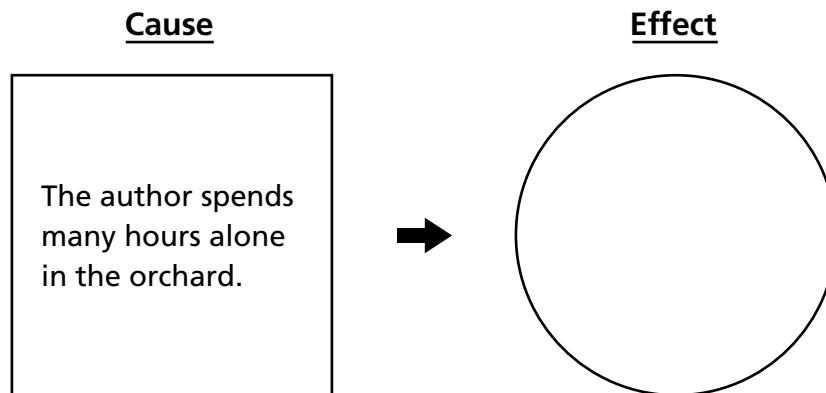
What emotion does the author describe with the phrase “when all the color has drained from our spirits”?

- F** resentment
- G** anger
- H** depression
- J** regret

GL010434.121

Performance Indicator: Pinpoint a cause/effect relationship using a graphic organizer.

9 Read the graphic organizer below.



What is the effect of the above cause?

- A** The author walks several miles.
- B** The author is able to focus on beauty.
- C** The author fills her notebooks with pictures.
- D** The author remembers what the winter flowers look like.

GL030306.121

Directions

The passage below is a draft of a student-written essay and may contain mistakes. Read the passage and answer questions 10 through 19.

Waltonville

- 1** Waltonville, the town in which I live, is one of those places where people say, “Don’t blink or you’ll miss it!” as they drive by on the interstate; it is such a small town. Main Street has two family restaurants, it has a hardware store, and the only grocery store in the area. There are no stoplights and not even many stop signs; mainly, our corners have yield signs.
- 2** In the last census, there were 532 people living in Waltonville. My graduating class currently has 31 students, and most of the people I know have spent our entire life here. Needless to say, everyone knows everyone else, and for the most part, I think that is a good thing. Sometimes, though, it feels good to get away, which is why I volunteered to attend a band competition in the town of Solona. Solona is three hours from here and has a population in the hundreds of thousands. The opportunity to visit a busy city was too much to pass up!
- 3** We drove to Solona on the day of the competition. I was amazed at the size of the school. Our school, where students from kindergarten through 12th grade take classes in the same building, could easily fit into one of this monstrous building’s wings! Our band was to compete against bands from very large schools and, to say the least, I was nervous. When we have concerts at home, the gymnasium is often packed. I could not even begin to imagine how many people would attend a concert here, given the size of the auditorium; my heart raced at the very thought.
- 4** When it was our turn to perform, my classmates and I walk onto the stage, which was absolutely the biggest performance space I’d ever seen. That wasn’t, however, the reason my jaw dropped. I was surprised to see that there were only as many people in the audience as we were accustomed to back in Waltonville. In fact, many of the people in the audience were supporters from our hometown that had made the long trip to cheer us on.
- 5** As we performed, I realized how lucky we were to be residents of our small town. Not the biggest place in the world. People do sometimes involve themselves in your business without asking. But if you are looking for loyalty and support, Waltonville is the best place to be.

GL127

Reporting Category: Organization
Numbers 10 and 11

Performance Indicator: Rearrange the order of supporting paragraphs within a writing sample given a specified organizational pattern (e.g., comparison/contrast, chronological).

10 How should the supporting paragraphs of “Waltonville” be arranged so that the story is in chronological order?

- F** 2, 3, 5, 4
- G** 2, 4, 5, 3
- H** 5, 2, 4, 3
- J** No change

GL010333.127

Performance Indicator: Revise or identify sentences using effective parallelism within a writing sample.

11 Read this sentence from the passage.

Main Street has two family restaurants, it has a hardware store, and the only grocery store in the area.

Choose the best way to write the sentence.

- A** Main Street has two family restaurants, has a hardware store, and the only grocery store in the area.
- B** Main Street has two family restaurants, a hardware store, and it has the only grocery store in the area.
- C** Main Street has two family restaurants, a hardware store, and the only grocery store in the area.
- D** Main Street has two family restaurants, it has its own hardware store, and the only grocery store in the area.

GL010332.127

Reporting Category: Grammar Conventions
Number 12

Performance Indicator: Identify correct pronoun/antecedent agreement using collective nouns or indefinite pronouns.

12 Read this sentence from the passage.

My graduating class currently has 31 students, and most of the people I know have spent our entire life here.

What is the correct way to write the underlined portion of the sentence?

- F** most of the people I know have spent its entire life here
- G** most of the people I know have spent his or her entire life here
- H** most of the people I know have spent their entire lives here
- J** No change

GL010326.127

Reporting Category: Word Choice
Number 13

Performance Indicator: Select a logical word or phrase to complete an analogy.

13 Read this sentence from the passage.

Our school, where students from kindergarten through 12th grade take classes in the same building, could easily fit into one of this monstrous building's wings!

Complete the analogy. Monstrous is to huge as

- A** feasible is to unlikely.
- B** impartial is to neutral.
- C** naive is to serious.
- D** contempt is to honor.

GL030029.127

Reporting Category: Grammar Conventions
Number 14

Performance Indicator: Recognize a shift in either verb tense or point of view within a writing sample.

14 Read this sentence from the passage

When it was our turn to perform, my classmates and I walk onto the stage, which was absolutely the biggest performance space I'd ever seen.

Which verb should replace the underlined verb?

- F** will walk
- G** have walked
- H** were walking
- J** walked

GL010324.127

Reporting Category: Organization
Number 15

Performance Indicator: Select the appropriate transitional word to connect sentences within a paragraph.

15 Read these sentences from Paragraph 4.

That wasn't, however, the reason my jaw dropped. _____, I was surprised to see that there were only as many people in the audience as we were accustomed to back in Waltonville.

Which transitional word or phrase would best fit in the blank?

- A** Instead
- B** Likewise
- C** As a result
- D** On the other hand

GL010329.127

Reporting Category: Word Choice
Number 16

Performance Indicator: Select a vivid word (adjective or adverb) to strengthen a description or a vivid verb to strengthen a sentence within a writing sample or passage.

16 Read this sentence from Paragraph 4 of the passage.

In fact, many of the people in the audience were supporters from our hometown that had made the long trip to cheer us on.

Which is the most vivid word to add before supporters to strengthen the description?

- F** solid
- G** big
- H** good
- J** staunch

GL010327.127

Reporting Category: Grammar Conventions
Number 17

Performance Indicator: Identify the correct use of subordinate conjunctions to join clauses in order to avoid sentence fragments.

17 Read these sentences from Paragraph 5.

Not the biggest place in the world. People do sometimes involve themselves in your business without asking.

What is the correct way to combine these sentences into a single sentence using a subordinate conjunction?

- A** Because it isn't the biggest place in the world, people do sometimes involve themselves in your business without asking.
- B** It isn't the biggest place in the world, however, people do sometimes involve themselves in your business without asking.
- C** It isn't the biggest place in the world, people do sometimes involve themselves in your business without asking.
- D** Subsequently, it isn't the biggest place in the world and people do sometimes involve themselves in your business without asking.

GL010323.127

Reporting Category: Literary Content
Numbers 18 and 19

Performance Indicator: Differentiate among verbal, situational, and dramatic irony.

18 The author expected that a competition in a much larger city would have a larger audience of supporters, but he found that most of the supporters in the audience were from his own small town. What type of irony, if any, does this demonstrate?

- F** verbal irony
- G** situational irony
- H** dramatic irony
- J** no irony

GL030307.127

Performance Indicator: Discover the common theme in a series of passages.

19 What is the common theme between “Whisper of the Land” and “Waltonville”?

- A** Appreciating what you have leads to contentment.
- B** Beauty can be found in many places in the world.
- C** Leaving your hometown will broaden your mind.
- D** Changes in nature should be studied and recorded.

GL030308.127

Directions Read the passage and answer questions 20 through 24.

The Women of the West

by George Essex Evans (1863–1909)

They left the vine-wreathed cottage and the mansion on the hill,
The houses in the busy streets where life is never still,
The pleasures of the city, and the friends they cherished best:
For love they faced the wilderness—the Women of the West.

The roar, and rush, and fever of the city died away,
And the old-time joys and faces—they were gone for many a day;
In their place the lurching coach-wheel, or the creaking bullock¹ chains,
O'er the everlasting sameness of the never-ending plains.

In the slab-built, zinc-roofed homestead of some lately taken run,²
In the tent beside the bankment of a railway just begun,
In the huts on new selections,³ in the camps of man's unrest,
On the frontiers of the Nation, live the Women of the West.

The red sun robs their beauty, and, in weariness and pain,
The slow years steal the nameless grace that never comes again;
And there are hours men cannot soothe, and words men cannot say—
The nearest woman's face may be a hundred miles away.

For them no trumpet sounds the call, no poet plies⁴ his arts—
They only hear the beating of their gallant, loving hearts.
But they have sung with silent lives the song all songs above—
The holiness of sacrifice, the dignity of love.

Well have we held our fathers' creed. No call has passed us by.
We faced and fought the wilderness, we sent our sons to die.
And we have hearts to do and dare, and yet, o'er all the rest,
The hearts that made the Nation were the Women of the West.

Public Domain

GL217

¹**bullock:** a young bull

²**In the slab-built, zinc-roofed homestead of some lately taken run:** a quickly built house on a leased parcel of land

³**selections:** leased parcels of land with option to buy

⁴**plies:** performs

Reporting Category: Making Meaning
Number 20

Performance Indicator: Draw inference(s) from a selected passage.

20 In the poem “The Women of the West,” Stanzas 1 and 2 show that the women of the West

- F** sought a more relaxed lifestyle.
- G** left their homes for financial gain.
- H** came from all levels of society.
- J** held romantic notions about travel.

GL020273.217

Reporting Category: Literary Content
Numbers 21 through 23

Performance Indicator: Identify simile, metaphor, onomatopoeia, alliteration, or personification in poetry or prose.

21 Read this line from the poem.

The red sun robs their beauty, and, in weariness and pain,

Which literary technique does this line contain?

- A** metaphor
- B** alliteration
- C** onomatopoeia
- D** personification

GL020283.217

Performance Indicator: Identify how the author reveals character (what the author tells us, what other characters say about him or her, what the character does, what the character says, what the character thinks).

22 The author reveals the character of the women of the West mainly by

- F** describing their lives over the years in the West.
- G** showing what they do each day in the West.
- H** relating their direct thoughts on moving to the West.
- J** writing down what they have said to each other about the West.

GL020279.217

Performance Indicator: Differentiate between mood and tone in poetry or prose.

23 “The Women of the West” creates a somber mood in the reader. What is the author’s tone?

- A** factual
- B** envious
- C** exciting
- D** respectful

GL020278.217

Reporting Category: Making Meaning
Number 24

Performance Indicator: Identify a statement that reveals the writer’s biases, assumptions, or values within a writing sample.

24 Which pair of lines from “The Women of the West” best reveals the narrator’s beliefs about the value of female companionship?

- F** The pleasures of the city, and the friends they cherished best: / For love they faced the wilderness—the Women of the West.
- G** The roar, and rush, and fever of the city died away, / And the old-time joys and faces—they were gone for many a day;
- H** And there are hours men cannot soothe, and words men cannot say— / The nearest woman’s face may be a hundred miles away.
- J** Well have we held our fathers’ creed. No call has passed us by. / We faced and fought the wilderness, we sent our sons to die.

GL020276.217

Directions Read the advertisement and answer questions 25 through 28.

THE GREEN THUMB®

All New Digital Soil Tester

Never again will you:

- ✓ have to replace expensive plants due to poor soil
- ✓ over or under fertilize your garden beds
- ✓ have to guess what nutrient your soil needs
- ✓ be envious of your neighbor's garden

**This digital soil tester is simply the most user-friendly digital soil tester ever produced!
It provides instant information on the quality of your soil!**

Easy-to-Use Instructions! Easy-to-Use Features!

1. Slide the power switch to "on."
2. Insert the probe to a depth of at least 3" into the soil.
3. Press the button indicating the soil characteristic you wish to measure.
 - Press the button marked "pH" to determine how acidic or basic your soil is.
Soil acidity has a great impact on many different plants!
 - Press the button marked "H₂O" to analyze moisture content to assist in irrigation.
 - Press the button marked "K" to measure the potassium level in your soil.
 - Press the button marked "N" to measure the nitrogen level in your soil.
 - Press the button marked "P" to measure the phosphorus level in your soil.
4. Observe the LED indicator to see if the soil characteristic is high, normal, or low.
5. Consult the plant manual to see how you can improve your soil based on the soil tester's reading.
6. Enjoy your new, beautiful garden!

**DON'T WAIT! CALL TODAY TO ORDER YOUR DIGITAL SOIL
TESTER AND PLANT THE SEEDS FOR A BEAUTIFUL GARDEN!**

1-800-613-2539

The Green Thumb®

5432 Marshfield Avenue
www.greenthumb.com

Portsmouth, New Jersey

Reporting Category: Making Meaning
Numbers 25 through 27

Performance Indicator: Select the sentence from a non-fiction writing sample that relates the writer's purpose (i.e., narration, description, persuasion, exposition, and personal, creative expression).

25 The writer's purpose is to persuade. Which statement from the advertisement best shows the writer's purpose?

- A** Insert the probe to a depth of at least 3" into the soil.
- B** Press the button indicating the soil characteristic you wish to measure.
- C** Enjoy your new, beautiful garden!
- D** Call today to order your digital soil tester and plant the seeds for a beautiful garden!

GL010213.124

Performance Indicator: Distinguish fact from opinion within a passage or writing sample.

26 Which is an opinion from the advertisement, not a fact?

- F** This digital soil tester is simply the most user-friendly digital soil tester ever produced!
- G** It provides instant information on the quality of your soil!
- H** Soil acidity has a great impact on many different plants!
- J** Consult the plant manual to see how you can improve your soil based on the soil tester's reading.

GL010209.124

Performance Indicator: Draw inference(s) from a selected passage.

27 Based on the advertisement, the reader can infer that to get successful results with the soil tester, a person needs to

- A** have a variety of plant types.
- B** have soil that has only one problem.
- C** know how to use the plant manual.
- D** have hardy plants.

GL010214.124

Reporting Category: Technique and Skills
Number 28

Performance Indicator: Select the appropriate persuasive device in a given ad (e.g., testimonial, bandwagon, loaded words, misuse of statistics).

28 Which persuasive device is used most effectively in the ad?

- F** testimonial
- G** loaded words
- H** misuse of statistics
- J** bandwagon

GL030020.124

Directions

The passage below is a student-written report and may contain mistakes. Read the passage and answer questions 29 through 39.

Hydrogen Cars

- 1** It is possible that no other invention has altered the way humans live more than the automobile. It has changed how and where we live and has forever changed the face of commerce. However, automobiles have also created their share of problems. Their engines are powered by fossil fuels, which are non-renewable, expensive, and environmentally problematic. Scientists and automobile manufacturers are teaming up to look for alternative fuel sources for cars. One such alternative, which holds tremendous promise, is the use of hydrogen.
- 2** The search for alternative energy focuses upon the abundance of an appropriate fuel source. In terms of abundance, there could be no better source than hydrogen, since it is estimated to make up more than ninety percent of all atoms, or three-quarters of the mass of the universe. In addition, hydrogen causes no pollution since the only byproduct it produces is water. Imagine the natural scent of water filling the air instead of stinking exhaust fumes when riding on the highway.
- 3** Unfortunately, the main impediment to the widespread use of hydrogen for power is cost. The cost to produce, distribute, and use this alternative fuel source is too expensive to be practical. Although hydrogen is indeed plentiful, it is normally combined with other elements, such as oxygen or carbon moreover it must be separated before it can be used. Unfortunately, much of the energy used to power this separation process comes from the same fossil fuels we are trying to replace.
- 4** These apparent financial and technical difficulties have not caused the idea of a hydrogen-fueled car to be abandoned. People will explore any technological innovation for the sake of invention. Most significant advancements in science take a long period of time to develop, and this advancement will most likely be no different.

GL148

Reporting Category: Organization
Number 29

Performance Indicator: Select an additional sentence to add to an argument within a persuasive writing sample or passage.

29 Read this sentence.

It is difficult to imagine our economy, or even our way of life, without the automobile.

In which paragraph would the sentence best fit if added to the passage?

- A** Paragraph 1
- B** Paragraph 2
- C** Paragraph 3
- D** Paragraph 4

GL010182.148

Reporting Category: Making Meaning
Number 30

Performance Indicator: Select the thesis statement in a writing sample or passage.

30 Which sentence from Paragraph 1 of the passage is the thesis statement?

- F** It is possible that no other invention has altered the way humans live more than the automobile.
- G** However, automobiles have also created their share of problems.
- H** Their engines are powered by fossil fuels, which are non-renewable, expensive, and environmentally problematic.
- J** One such alternative, which holds tremendous promise, is the use of hydrogen.

GL030025.148

Reporting Category: Word Choice
Number 31

Performance Indicator: Determine the meaning of a word in context.

31 Read this excerpt from the passage.

Unfortunately, the main impediment to the widespread use of hydrogen for power is cost. The cost to produce, distribute, and use this alternative fuel source is too expensive to be practical.

What does the underlined word mean in this excerpt?

- A** barricade
- B** disruption
- C** congestion
- D** obstacle

GL010186.148

Reporting Category: Grammar Conventions
Number 32

Performance Indicator: Correct run-on sentences by using a comma and coordinating conjunction, a subordinate conjunction, or a semicolon within a writing sample.

32 Read this sentence.

Although hydrogen is indeed plentiful, it is normally combined with other elements, such as oxygen or carbon moreover it must be separated before it can be used.

Which is the best revision of the underlined portion of the sentence?

- F** carbon; moreover, it
- G** carbon moreover; it
- H** carbon; moreover it
- J** carbon, moreover; it

GL010178.148

Reporting Category: Organization
Number 33

Performance Indicator: Choose the transitional device that appropriately connects paragraphs within a writing sample.

33 Read the last sentence of Paragraph 3 and the first sentence of Paragraph 4.

Unfortunately, much of the energy used to power this separation process comes from the same fossil fuels we are trying to replace.

_____, these apparent financial and technical difficulties have not caused the idea of a hydrogen-fueled car to be abandoned.

Which transitional phrase most appropriately connects the paragraphs?

- A** In conclusion
- B** In addition
- C** Even so
- D** For example

GL030023.148

Reporting Category: Making Meaning
Number 34

Performance Indicator: Select the sentence from a non-fiction writing sample that relates the writer's purpose (i.e., narration, description, persuasion, exposition, and personal, creative expression).

34 The author's purpose is to inform. Which sentence from the passage best relates this purpose?

- F** It is possible that no other invention has altered the way humans live more than the automobile.
- G** In terms of abundance, there could be no better source than hydrogen, since it is estimated to make up more than ninety percent of all atoms, or three-quarters of the mass of the universe.
- H** Imagine the natural scent of water filling the air instead of stinking exhaust fumes when riding on the highway.
- J** Most significant advancements in science take a long period of time to develop, and this advancement will most likely be no different.

GL030022.148

Reporting Category: Organization
Number 35

Performance Indicator: Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.

35 Which sentence is irrelevant to the passage and should be deleted?

- A** It is possible that no other invention has altered the way humans live more than the automobile.
- B** One such alternative, which holds tremendous promise, is the use of hydrogen.
- C** In addition, hydrogen causes no pollution since the only byproduct it produces is water.
- D** People will explore any technological innovation for the sake of invention.

GL010188.148

Reporting Category: Making Meaning
Numbers 36 through 39

Performance Indicator: Select a rebuttal statement that best refutes the writer's viewpoint.

36 Which rebuttal statement best refutes the author's view?

- F** Finding a cost-effective way to produce and distribute hydrogen will take too long; scientists need to focus on making our current cars and fuel sources more efficient.
- G** Scientists from around the world have searched for alternatives to burning fossil fuels in automobiles; hydrogen-powered cars is one of those alternatives.
- H** Some technological inventions take longer than others, and the use of hydrogen as a common fuel source is definitely worth waiting for.
- J** Hydrogen is abundant and produces no pollution, but it needs to be separated from other elements, which can be expensive.

GL030024.148

Performance Indicator: Identify a statement that reveals the writer's biases, assumptions, or values within a writing sample.

37 Which sentence best reveals the writer's biases toward hydrogen fuel?

- A** Scientists and automobile manufacturers are teaming up to look for alternative fuel sources for cars.
- B** In terms of abundance, there could be no better source than hydrogen, since it is estimated to make up more than ninety percent of all atoms, or three-quarters of the mass of the universe.
- C** The cost to produce, distribute, and use this alternative fuel source is too expensive to be practical.
- D** Most significant advancements in science take a long period of time to develop, and this advancement will most likely be no different.

GL010181.148

Performance Indicator: Draw inference(s) from a selected passage.

38 One can infer from this passage that

- F** petroleum will no longer be used.
- G** researchers will continue to study hydrogen.
- H** there will be many alternatives to gasoline in the near future.
- J** the conservation of energy will soon become unnecessary.

GL010185.148

Performance Indicator: Discern an implied main idea from a passage.

39 Which is the implied main idea of this passage?

- A** Hydrogen-powered cars will soon dominate the market.
- B** Hydrogen fuel poses both problems and possibilities.
- C** Hydrogen is just one of many renewable fuels.
- D** Hydrogen production is increasing each year.

GL010180.148

Directions

The passage below is a draft of a letter and may contain mistakes.
Read the letter and answer questions 40 through 48.

Dear Alessandro,

- 1 I have been in Thailand now for three weeks and, of all the countries I have visited, it is the most amazingest. As you know, I am working here as a consultant for a construction company. I get to travel around the country quite a bit. I also traveled to Germany six months ago. It is very beautiful here. The people are friendly and offer to help me whenever they can. There are many ancient buildings and beautiful parks.
- 2 The city of Bangkok which is the capital of the country is a modern city with skyscrapers and even convenience stores like the ones we have in the United States. It is also a very busy city and has frustrating traffic jams. In fact, it is famous for its traffic jams. Whenever you want to drive somewhere, you have to add on an extra half hour or so because you will be stuck in traffic.
- 3 Of course, if you take the skytrain, which is a raised train, it is easier to get around the city. Many tourists use this method of travel rather than using taxis or driving. Sometimes, though, I need to bring materials or supplies with me, and it's hard to do that on the skytrain, so neither of the methods is ideal.
- 4 Thailand, like other Asian countries, has been influenced by contact with foreign cultures, but the character of Thai culture has remained intact, even in the city. The people seem fun-loving, and they are also proud. No one seems to have a stronger sense of independence than the Thai people.
- 5 Last weekend I went to Lumpini Park, which is right in the center of the city. I took a rowboat out and enjoyed rowing around the lake. There are wonderful green lawns that many Thais use for picnic grounds, and there are two lakes where you can rent paddleboats and rowboats. These concerts include performances from the Bangkok Symphony Orchestra to rock bands to traditional Thai music called *Luk Tung*. I was told that during the cooler months of December and January, there are free concerts in the park. People sit on mats in the grassy fields of the park they line up early to get a good spot.
- 6 I also went to Thailand's biggest weekend market—there were 9,000 booths selling all types of items! It is called the Chatuchak Weekend Market, and it has handicrafts like pottery, handmade glass models of Thai barges, tropical fish, singing birds, clothes, and even homemade musical instruments. Usually I'm as thrifty as Ebenezer Scrooge, but the awesome variety of goods at the market has changed my mind—I shop there every weekend.
- 7 Well, I guess that's all for now. I will be back home in two months. I miss home, but I'm enjoying this wonderful country and even learning how to speak a little bit of Thai. I look forward to seeing you soon.

All the Best,

Uncle Tony

Reporting Category: Organization
Number 40

Performance Indicator: Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.

40 Which sentence from Paragraph 1 is irrelevant and should be removed?

- F** I get to travel around the country quite a bit.
- G** I also traveled to Germany six months ago.
- H** It is very beautiful here.
- J** The people are friendly and offer to help me whenever they can.

GL010386.136

Reporting Category: Grammar Conventions
Numbers 41 through 43

Performance Indicator: Select the sentence that correctly uses the comparative and/or superlative forms of adjectives and adverbs.

41 Read this sentence from the letter.

I have been in Thailand now for three weeks and, of all the countries I have visited, it is the most amazingest.

What is the correct way to write the underlined part of the sentence?

- A** amazinger
- B** amazingest
- C** most amazing
- D** more amazing

GL010388.136

Performance Indicator: Recognize the correct use of commas to set off nonessential elements in a sentence.

42 Read this sentence from the letter.

The city of Bangkok which is the capital of the country is a modern city with skyscrapers and even convenience stores like the ones we have in the United States.

What is the best way to punctuate the underlined portion of this sentence using commas?

- F** The city; of Bangkok which is the capital of the country is a modern city, with skyscrapers
- G** The city of Bangkok, which is the capital of the country, is a modern city with skyscrapers
- H** The city of Bangkok which is the capital of the country, is a modern city with skyscrapers,
- J** The city of Bangkok which is the capital of the country, is a modern city, with skyscrapers

GL010381.136

Performance Indicator: Select the correct pronoun case usage in a sentence (e.g., with compound elements such as “between you and me”; or following “than” or “as”).

43 Read this sentence from the letter.

No one seems to have a stronger sense of independence than the Thai people.

Which of these could replace the underlined part of the sentence?

- A** they
- B** their
- C** them
- D** those

GL010393.136

Reporting Category:
Number 44

Organization

Performance Indicator: Determine the most effective order of sentences within a paragraph.

44 Read this excerpt from Paragraph 5.

(1) Last weekend I went to Lumpini Park, which is right in the center of the city. (2) I took a rowboat out and enjoyed rowing around the lake. (3) There are wonderful green lawns that many Thais use for picnic grounds, and there are two lakes where you can rent paddleboats and rowboats. (4) These concerts include performances from the Bangkok Symphony Orchestra to rock bands to traditional Thai music called *Luk Tung*. (5) I was told that during the cooler months of December and January, there are free concerts in the park.

Which is the correct order for Sentences 2 through 5?

- F** 3, 2, 5, 4
- G** 2, 3, 5, 4
- H** 4, 5, 2, 3
- J** No change

GL030021.136

Reporting Category: Grammar Conventions
Number 45

Performance Indicator: Correct run-on sentences by using a comma and coordinating conjunction, a subordinate conjunction, or a semicolon within a writing sample.

45 Read this sentence from the letter.

People sit on mats in the grassy fields of the park they line up early to get a good spot.

What is the correct way to write this sentence?

- A** People sit on mats in the grassy fields; of the park and they line up early to get a good spot.
- B** People sit on mats in the grassy fields of the park; and they line up early to get a good spot.
- C** People sit on mats in the grassy fields, of the park, they line up early to get a good spot.
- D** People sit on mats in the grassy fields of the park; they line up early to get a good spot.

GL010385.136

Reporting Category: Word Choice
Number 46

Performance Indicator: Select a vivid word (adjective or adverb) to strengthen a description or a vivid verb to strengthen a sentence within a writing sample or passage.

46 Read this sentence from the letter.

It is called the Chatuchak Weekend Market, and it has handicrafts like pottery, handmade glass models of Thai barges, tropical fish, singing birds, clothes, and even homemade musical instruments.

Which word is the most vivid replacement for the underlined word?

- F** uses
- G** features
- H** creates
- J** provides

GL010390.136

Reporting Category: Literary Content
Number 47

Performance Indicator: Identify an allusion in poetry or prose.

47 Which sentence from the passage is an allusion?

- A** Of course, if you take the skytrain, which is a raised train, it is easier to get around the city.
- B** Thailand, like other Asian countries, has been influenced by contact with foreign cultures, but the character of Thai culture has remained intact, even in the city.
- C** These concerts include performances from the Bangkok Symphony Orchestra to rock bands to traditional Thai music called *Luk Tung*.
- D** Usually I'm as thrifty as Ebenezer Scrooge, but the awesome variety of goods at the market has changed my mind—I shop there every weekend.

GL030309.136

Reporting Category: Technique and Skills
Number 48

Performance Indicator: Evaluate the validity of a variety of media sources (e.g., personal journal, interview, authorized biography, supermarket tabloids, magazines).

48 Alessandro would like to read more about Lumpini Park. Which source would probably give him the best information?

- F** a world atlas
- G** a map of downtown Bangkok
- H** a Department of Tourism travel guide for Bangkok
- J** a textbook on the history of Thailand

GL010392.136

Directions Numbers 49 through 76 do not belong to a passage. Read and answer each question.

Reporting Category: Grammar Conventions
Numbers 49 through 56

Performance Indicator: Select the sentence that correctly uses the comparative and/or superlative forms of adjectives and adverbs.

49 Which sentence is written correctly?

- A** Angela told Robert that the harder of the four classes is biology.
- B** Micayla had many assignments to do, so she completed the shortest one first.
- C** Jeff was more surer than Stephanie that it would rain.
- D** Vickie was the most worried of the two girls.

GL020156.OSA

Performance Indicator: Use editing skills to correct singular and plural possessive nouns.

50 Read this sentence.

The three students' egos were uplifted by the teacher's praise.

Which is the correct way to write the underlined part of the sentence?

- F** students
- G** student's
- H** students's
- J** No change

GL020144.OSA

Performance Indicator: Recognize correct subject/verb agreement with confusing intervening elements. (CVS)

51 Which sentence below shows correct subject/verb agreement?

- A** The nails in that box over there is ready for the trash.
- B** James, one of the nursing students, have to leave early in the morning.
- C** Each of the football players believes in teamwork in order to win.
- D** Roger, one of the doctors from Nashville, plan on going to the convention.

GL020147.OSA

52 Which sentence shows correct subject/verb agreement?

- F** The team, although tired from hours of study, is prepared to win.
- G** Neesa, one of my friends from my old hometown, were coming to visit today.
- H** The saddles, which had gotten all muddy, was on top of the fence.
- J** Chris, who is new to the team, try hard to please the coach.

GL030007.OSA

Performance Indicator: Identify correct pronoun/antecedent agreement using collective nouns or indefinite pronouns.

53 Which sentence uses correct pronoun/antecedent agreement?

- A** The class is going on a picnic for its end-of-the-year celebration.
- B** The student council has agreed to hold their meetings on Thursdays.
- C** Every team has their own goals to accomplish to achieve victory.
- D** Several individual club members were rewarded for its service.

GL030008.OSA

Performance Indicator: Recognize a shift in either verb tense or point of view within a writing sample.

54 Read this paragraph.

(1) Matt liked to go to the library to read and relax. (2) He particularly enjoyed going to the magazine rack to read the latest issues of the science magazines. (3) Alex, however, always thought Matt's love of science was a bit odd. (4) It isn't that he thinks science is strange. (5) He just didn't think it interesting enough to spend his own free time on it.

Which sentence from the paragraph contains a shift in verb tense?

- F** Sentence 2
- G** Sentence 3
- H** Sentence 4
- J** Sentence 5

GL020150.OSA

Performance Indicator: Recognize the correct placement of end marks and other marks of punctuation with quotation marks used in dialogue.

55 Choose the sentence that correctly uses punctuation with dialogue.

- A** Fran was frustrated "I don't care about the band uniforms changing. I'll wear what they give me to wear!"
- B** "How should we design the display board for our presentation" John asked his partner. "Our presentation is tomorrow, after all."
- C** Robert shouted to the rooftops! "Yes. I did it. I won the closest debate this school has ever had"
- D** Marisela turned to Jacob and said, "I have to go home right after school today, so I can't go to rehearsal."

GL030001.OSA

Performance Indicator: Recognize the correct use of commas to set off nonessential elements in a sentence.

56 Which sentence shows correct comma usage?

- F** The group, although excited, to be traveling stood quietly in line.
- G** Marcus, one of the new students, tries hard to impress the team.
- H** Jess one of my cousins from Seattle, is coming to visit today.
- J** Their boots which had gotten wet, were by the door.

GL030011.OSA

Reporting Category: Word Choice
Numbers 57 through 61

Performance Indicator: Select from the following groups of words the correct word for the sense of the sentence: your and you're; its and it's; their, they're, and there. (CVS)

57 Which correctly uses the word your or you're for the sense of the sentence?

- A** I would like to see your yearbook.
- B** Your very bright, but you should still study for the quiz.
- C** Is it true that you're sister is the lead in the school play?
- D** When will we get to see more of you're art?

GL010477.OSA

58 Which sentence uses its or it's correctly?

- F** The bullfrog let out it's loud croak.
- G** How do you know its a good presentation?
- H** Did the forecast say it's supposed to rain?
- J** Be careful when its foggy outside.

GL030002.OSA

Performance Indicator: Select from the following groups of words the correct word for the sense of the sentence: stationary and stationery, complement and compliment, principle and principal, accept and except, capitol and capital, affect and effect, where and were, to and too.

59 Which sentence uses except or accept correctly?

- A** Everyone accept Jim went to the park.
- B** The movie was great except for the ending.
- C** Lei could not except the fact that she was moving.
- D** All of the basketball hoops accept one had a torn net.

GL030003.OSA

60 Which sentence uses capitol or capital correctly?

- F** Albany is the capitol of New York.
- G** Exit signs usually have all capitol letters.
- H** Marta finally had enough capital for her new business.
- J** She went with her dad to visit the state capital building.

GL030004.OSA

Performance Indicator: Select a logical word or phrase to complete an analogy.

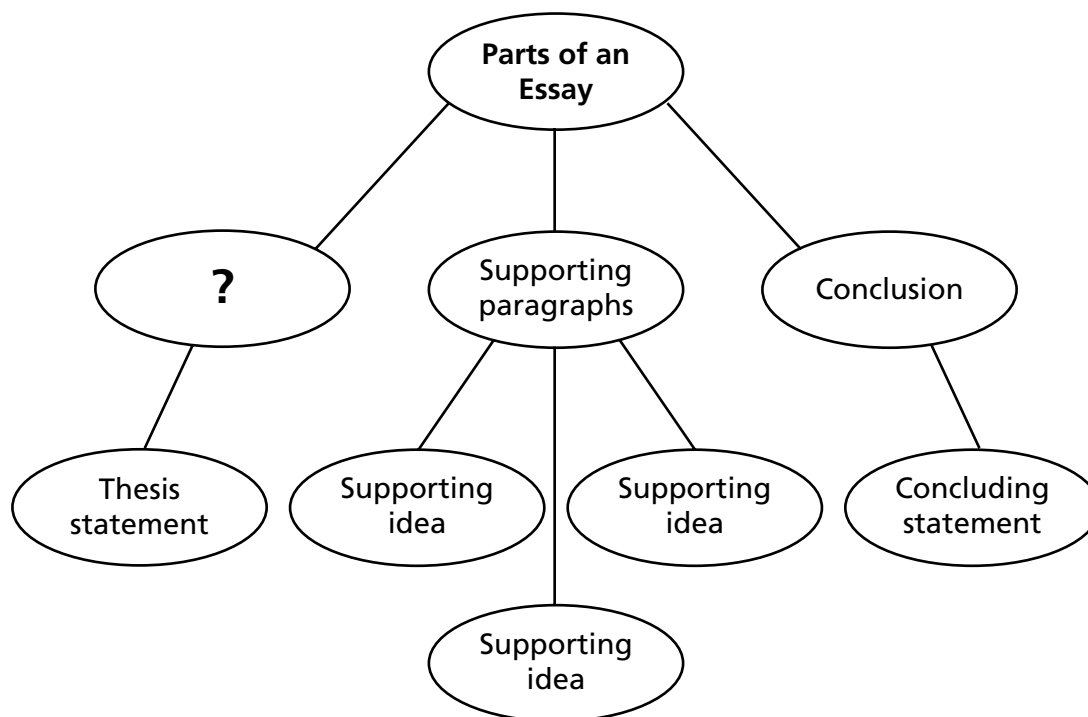
61 Choose the correct word to complete the analogy. Humorous is to funny as pleasant is to ____.

- A** exceptional
- B** celebrated
- C** witty
- D** genial

GL030012.OSA

Reporting Category:
Numbers 62 through 64**Organization**

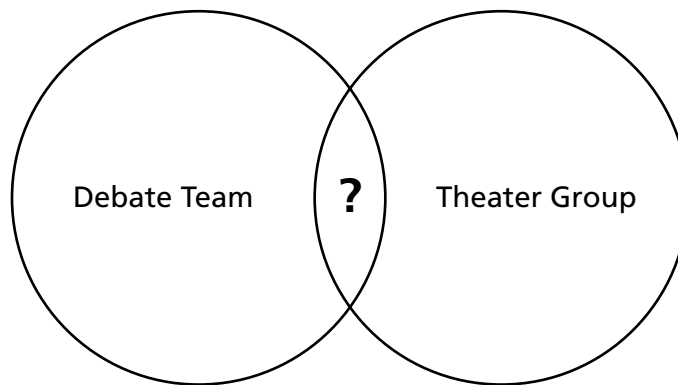
Performance Indicator: Determine the most effective placement of information using a prewriting graphic organizer.

62 Read the graphic below.

Which of these is most likely the missing information?

- F** Brainstorming
- G** Introduction
- H** Topic sentence
- J** Main idea

GL030005.0SA

63 Read the Venn diagram below.

Tomas is going to write about the common benefits of joining either the debate team or the theater group. Which of these is most likely the missing information?

- A** demonstrating physical creativity
- B** increasing confidence in front of groups
- C** learning how to argue a point effectively
- D** reviewing data to increase factual knowledge

GL030006.OSA

Performance Indicator: Determine the most effective order of sentences within a paragraph.

64 Read this paragraph about taking a road trip.

(1) Going on a trip is usually a lot of fun, but traveling to the seashore by car with my aunt Joanie's family was not how I expected it would be. (2) The car's air conditioner never seemed to be on high enough to keep us all cool. (3) First of all, my three cousins and I were really cramped in the backseat. (4) Later, when we stopped at a hotel for the night, my cousin Bobby and I had to sleep on uncomfortable cots. (5) Next time I'm invited to go on a long trip by car, I'm going to think twice before saying yes.

What is the correct order for Sentences 2 through 5 of this paragraph?

- F** 3, 4, 5, 2
- G** 2, 4, 3, 5
- H** 3, 2, 4, 5
- J** 4, 5, 3, 2

GL030009.OSA

Reporting Category: Making Meaning
Numbers 65 through 69

Performance Indicator: Select the thesis statement in a writing sample or passage.

65 Read this student-written paragraph.

(1) Choosing a topic for a research report should be done carefully. (2) The first thing to consider is what topic will hold your interest from beginning your research through to delivering your report. (3) Another thing to consider is the scope of the topic. (4) If you choose a topic with too broad a scope, you could research it forever and never get down to writing your report. (5) If your topic has too narrow a scope, you will have a hard time finding any information on it. (6) Spending time choosing the right topic can make writing a research report a breeze.

Which sentence is the thesis statement?

- A** Sentence 1
- B** Sentence 2
- C** Sentence 4
- D** Sentence 5

GL030010.0SA

Performance Indicator: Select the correct paraphrase of a given passage.

66 Read this paragraph from an article about building a picket fence.

Once you have the posts, rails, and pickets, the hardest part begins—digging the holes for the posts. Posts should be approximately eight feet apart. Less than that is okay, but it can get expensive when you have to buy more posts. Much more than that can result in a lack of support and make it much easier for a fence to lean or fall over.

A paraphrase is a rewording of an excerpt that does not change the meaning or leave out important details. Which of these is a paraphrase of the paragraph above?

- F** When you have the supplies to build a fence, it is time to begin digging postholes. They should be at about eight-foot intervals. Putting the posts closer to each other won't be a problem but may cost more. Putting them farther apart can actually make the fence topple.
- G** When you have the supplies, "the hardest part begins—digging the holes for the posts." They should be eight feet apart. They can be less but if they are more, the fence can lean or fall over.
- H** Once you have the posts, rails, and pickets, the hardest part begins—digging the holes for the posts. They should be eight feet apart. Putting them closer is expensive, and putting them farther apart can cause the fence to fall over.
- J** Once you have gathered your supplies, it is time to dig the holes for the posts. These holes should be eight feet apart. Less than that is okay. Much more than that can make the fence "lean or fall over."

GL020174.05A

Performance Indicator: Select the type of conflict in a non-print medium.

67 Look at this photograph.



© Matt Matthews/Stockphoto #129647

What type of conflict is shown in this photograph?

- A** man vs. technology
- B** man vs. self
- C** man vs. society
- D** man vs. man

GL010055.OSA

68 Read the comic strip below.

What is the primary conflict in the comic strip?

- F** man vs. man
- G** man vs. environment
- H** man vs. society
- J** man vs. supernatural

GL020383.05A

Performance Indicator: Infer either the mood or the tone represented in a non-print medium.

69 Look at this photograph.



Which word best describes the mood of this photograph?

- A** gleeful
- B** mischievous
- C** excited
- D** mournful

GL020353.0SA

Reporting Category: Technique and Skills
Numbers 70 through 76

Performance Indicator: Select the appropriate persuasive device in a given ad (e.g., testimonial, bandwagon, loaded words, misuse of statistics).

70 Read this advertisement.

Which persuasive device is used in this ad?

- F** testimonial
- G** loaded words
- H** misuse of statistics
- J** bandwagon

GL030013.OSA

Performance Indicator: Evaluate the validity of a variety of media sources (e.g., personal journal, interview, authorized biography, supermarket tabloids, magazines).

71 Jason is writing a report on how local elections are conducted. Which of these sources would give him the most useful information?

- A** newspaper articles from the last elections
- B** interviews with people who voted in the local elections
- C** government documents regarding election procedures
- D** personal journal of a candidate for a local election

GL030014.OSA

Performance Indicator: Determine the appropriate preparation (e.g., length and timing, rate of speech, visual aids, diction) for an oral presentation to a specified audience or special interest group.

72 Sophia is planning her presentation on advanced chess moves to the district-wide Chess Club. She will be giving the presentation in a small auditorium. Which visual aid would be the most effective for her oral presentation?

- F** a small poster displaying all the chess moves
- G** large photographs of famous chess players
- H** a chessboard set up on a table in the front of the auditorium
- J** video clips of the chess moves during an actual game

GL030015.OSA

73 Darcel is preparing for a class presentation on the origins of blues music in Memphis. He has the following materials: research notes, photographs, newspaper stories, and a book on music history. Which resource would allow him to make the best use of his materials for the presentation?

- A** a photocopier, so the class can have copies of his notes
- B** a projector, so the class can see all of the newspaper stories
- C** a display board, so the class can look at the photographs
- D** a book stand, so the class can look at the book on music history

GL030016.OSA

Performance Indicator: Determine methods of engaging interest during an oral presentation.

74 What is the best way to hold your audience's attention during a presentation?

- F** read directly from your notes throughout the presentation
- G** use visual aids during key moments in the presentation
- H** make eye contact only with your teacher in the audience
- J** use a soft voice so the audience has to strain to hear you

GL030017.OSA

Performance Indicator: Evaluate delivery techniques appropriate to a specified audience (emphasis, diction, body language, tone of voice).

75 Jamal, the sophomore class president, is going to present information to fifth graders about a new after-school tutoring program. What delivery technique should he use so that he can best get his message across?

- A** use words the fifth graders will understand
- B** stand behind a podium for added authority
- C** pace quickly through the crowd of fifth graders
- D** read his speech directly from his notes

GL030018.0SA

76 When delivering a serious presentation to the school board, you should

- F** use academic language instead of using street language or slang.
- G** use a loud voice for emphasis instead of repeating the information.
- H** use the podium as something to lean on instead of standing up straight.
- J** use technology as a distraction instead of keeping eye contact with the school board members.

GL030019.0SA

Answer Key with Performance Indicator

Item Number	Correct Answer	Performance Indicator
1	A	GL2.1.C Identify an author's point of view (1st person or 3rd person limited, 3rd person omniscient).
2	H	GL2.1.C Identify simile, metaphor, onomatopoeia, alliteration, or personification in poetry or prose.
3	A	GL2.3.C Determine the significance/meaning of a symbol in poetry or prose.
4	G	GL2.2.B Determine the meaning of a word in context.
5	D	GL2.2.F Select a logical word or phrase to complete an analogy.
6	H	GL1.1.B Select the sentence from a non-fiction writing sample that relates the writer's purpose (i.e., narration, description, persuasion, exposition, and personal, creative expression).
7	C	GL2.1.B Distinguish fact from opinion within a passage or writing sample.
8	H	GL2.2.A Draw inference(s) from a selected passage.
9	B	GL2.2.D Pinpoint a cause/effect relationship using a graphic organizer.
10	J	GL1.2.K Rearrange the order of supporting paragraphs within a writing sample given a specified organizational pattern (e.g., comparison/contrast, chronological).
11	C	GL1.3.C Revise or identify sentences using effective parallelism within a writing sample.
12	H	GL1.3.C Identify correct pronoun/antecedent agreement using collective nouns or indefinite pronouns.
13	B	GL2.2.F Select a logical word or phrase to complete an analogy.
14	J	GL1.2.H Recognize a shift in either verb tense or point of view within a writing sample.
15	A	GL1.1.I Select the appropriate transitional word to connect sentences within a paragraph.
16	J	GL1.1.G Select a vivid word (adjective or adverb) to strengthen a description or a vivid verb to strengthen a sentence within a writing sample or passage.
17	A	GL1.2.B Identify the correct use of subordinate conjunctions to join clauses in order to avoid sentence fragments.
18	G	GL2.2.C Differentiate among verbal, situational, and dramatic irony.
19	A	GL2.2.E Discover the common theme in a series of passages.
20	H	GL2.2.A Draw inference(s) from a selected passage.

Answer Key with Performance Indicator

Item Number	Correct Answer	Performance Indicator
21	D	GL2.1.D Identify simile, metaphor, onomatopoeia, alliteration, or personification in poetry or prose.
22	F	GL2.1.E Identify how the author reveals character (what the author tells us, what other characters say about him or her, what the character does, what the character says, what the character thinks).
23	D	GL2.3.B Differentiate between mood and tone in poetry or prose.
24	H	GL1.3.B Identify a statement that reveals the writer's biases, assumptions, or values within a writing sample.
25	D	GL1.1.B Select the sentence from a non-fiction writing sample that relates the writer's purpose (i.e., narration, description, persuasion, exposition, and personal, creative expression).
26	F	GL2.1.B Distinguish fact from opinion within a passage or writing sample.
27	C	GL2.2.A Draw inference(s) from a selected passage.
28	G	GL3.1.B Select the appropriate persuasive device in a given ad (e.g., testimonial, bandwagon, loaded words, misuse of statistics).
29	A	GL1.2.D Select an additional sentence to add to an argument within a persuasive writing sample or passage.
30	J	GL1.2.J Select the thesis statement in a writing sample or passage.
31	D	GL2.2.B Determine the meaning of a word in context.
32	F	GL1.1.A Correct run-on sentences by using a comma and coordinating conjunction, a subordinate conjunction, or a semicolon within a writing sample.
33	C	GL1.2.M Choose the transitional device that appropriately connects paragraphs within a writing sample.
34	G	GL1.1.B Select the sentence from a non-fiction writing sample that relates the writer's purpose (i.e., narration, description, persuasion, exposition, and personal, creative expression).
35	D	GL1.1.C Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.
36	F	GL1.3.A Select a rebuttal statement that best refutes the writer's viewpoint.
37	B	GL1.3.B Identify a statement that reveals the writer's biases, assumptions, or values within a writing sample.
38	G	GL2.2.A Draw inference(s) from a selected passage.
39	B	GL2.1.A Discern an implied main idea from a passage.
40	G	GL1.1.C Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.

Answer Key with Performance Indicator

Item Number	Correct Answer	Performance Indicator
41	C	GL1.1.D Select the sentence that correctly uses the comparative and/or superlative forms of adjectives and adverbs.
42	G	GL1.2.L Recognize the correct use of commas to set off nonessential elements in a sentence.
43	A	GL1.2.G Select the correct pronoun case usage in a sentence (e.g., with compound elements such as "between you and me"; or following "than" or "as").
44	F	GL1.2.F Determine the most effective order of sentences within a paragraph.
45	D	GL1.1.A Correct run-on sentences by using a comma and coordinating conjunction, a subordinate conjunction, or a semicolon within a writing sample.
46	G	GL1.1.G Select a vivid word (adjective or adverb) to strengthen a description or a vivid verb to strengthen a sentence within a writing sample or passage.
47	D	GL2.3.A Identify an allusion in poetry or prose.
48	H	GL3.3.A Evaluate the validity of a variety of media sources (e.g., personal journal, interview, authorized biography, supermarket tabloids, magazines).
49	B	GL1.1.D Select the sentence that correctly uses the comparative and/or superlative forms of adjectives and adverbs.
50	J	GL1.1.H Use editing skills to correct singular and plural possessive nouns.
51	C	GL1.2.C Recognize correct subject/verb agreement with confusing intervening elements. (CVS)
52	F	GL1.2.C Recognize correct subject/verb agreement with confusing intervening elements. (CVS)
53	A	GL1.2.E Identify correct pronoun/antecedent agreement using collective nouns or indefinite pronouns.
54	H	GL1.2.H Recognize a shift in either verb tense or point of view within a writing sample.
55	D	GL1.2.I Recognize the correct placement of end marks and other marks of punctuation with quotation marks used in dialogue.
56	G	GL1.2.L Recognize the correct use of commas to set off nonessential elements in a sentence.
57	A	GL1.1.E Select from the following groups of words the correct word for the sense of the sentence: your and you're; its and it's; their, they're, and there. (CVS)
58	H	GL1.1.E Select from the following groups of words the correct word for the sense of the sentence: your and you're; its and it's; their, they're, and there. (CVS)
59	B	GL1.1.F Select from the following groups of words the correct word for the sense of the sentence: stationary and stationery, complement and compliment, principle and principal, accept and except, capitol and capital, affect and effect, where and were, to and too.

Answer Key with Performance Indicator

Item Number	Correct Answer	Performance Indicator
60	H	GL1.1.F Select from the following groups of words the correct word for the sense of the sentence: stationary and stationery, complement and compliment, principle and principal, accept and except, capitol and capital, affect and effect, where and were, to and too.
61	D	GL2.2.F Select a logical word or phrase to complete an analogy.
62	G	GL1.2.A Determine the most effective placement of information using a prewriting graphic organizer.
63	B	GL1.2.A Determine the most effective placement of information using a prewriting graphic organizer.
64	H	GL1.2.F Determine the most effective order of sentences within a paragraph.
65	A	GL1.2.J Select the thesis statement in a writing sample or passage.
66	F	GL2.2.G Select the correct paraphrase of a given passage.
67	D	GL3.1.A Select the type of conflict in a non-print medium.
68	G	GL3.1.A Select the type of conflict in a non-print medium.
69	D	GL3.2.A Infer either the mood or the tone represented in a non-print medium.
70	H	GL3.1.B Select the appropriate persuasive device in a given ad (e.g., testimonial, bandwagon, loaded words, misuse of statistics).
71	C	GL3.3.A Evaluate the validity of a variety of media sources (e.g., personal journal, interview, authorized biography, supermarket tabloids, magazines).
72	J	GL4.1.A Determine the appropriate preparation (e.g., length and timing, rate of speech, visual aids, diction) for an oral presentation to a specified audience or special interest group.
73	C	GL4.1.A Determine the appropriate preparation (e.g., length and timing, rate of speech, visual aids, diction) for an oral presentation to a specified audience or special interest group.
74	G	GL4.2.A Determine methods of engaging interest during an oral presentation.
75	A	GL4.3.A Evaluate delivery techniques appropriate to a specified audience (emphasis, diction, body language, tone of voice).
76	F	GL4.3.A Evaluate delivery techniques appropriate to a specified audience (emphasis, diction, body language, tone of voice).

Answer Key with Reporting Category and Performance Indicator

Reporting Category 1: Grammar Conventions		
Item Number	Correct Answer	Performance Indicator
12	H	GL1.2.E Identify correct pronoun/antecedent agreement using collective nouns or indefinite pronouns.
14	J	GL1.2.H Recognize a shift in either verb tense or point of view within a writing sample.
17	A	GL1.2.B Identify the correct use of subordinate conjunctions to join clauses in order to avoid sentence fragments.
32	F	GL1.1.A Correct run-on sentences by using a comma and coordinating conjunction, a subordinate conjunction, or a semicolon within a writing sample.
41	C	GL1.1.D Select the sentence that correctly uses the comparative and/or superlative forms of adjectives and adverbs.
42	G	GL1.2.L Recognize the correct use of commas to set off nonessential elements in a sentence.
43	A	GL1.2.G Select the correct pronoun case usage in a sentence (e.g., with compound elements such as "between you and me"; or following "than" or "as").
45	D	GL1.1.A Correct run-on sentences by using a comma and coordinating conjunction, a subordinate conjunction, or a semicolon within a writing sample.
49	B	GL1.1.D Select the sentence that correctly uses the comparative and/or superlative forms of adjectives and adverbs.
50	J	GL1.1.H Use editing skills to correct singular and plural possessive nouns.
51	C	GL1.2.C Recognize correct subject/verb agreement with confusing intervening elements. (CVS)
52	F	GL1.2.C Recognize correct subject/verb agreement with confusing intervening elements. (CVS)
53	A	GL1.2.E Identify correct pronoun/antecedent agreement using collective nouns or indefinite pronouns.
54	H	GL1.2.H Recognize a shift in either verb tense or point of view within a writing sample.
55	D	GL1.2.I Recognize the correct placement of end marks and other marks of punctuation with quotation marks used in dialogue.
56	G	GL1.2.L Recognize the correct use of commas to set off nonessential elements in a sentence.

Answer Key with Reporting Category and Performance Indicator

Reporting Category 2: Literary Content		
Item Number	Correct Answer	Performance Indicator
1	A	GL2.1.C Identify an author's point of view (1st person or 3rd person limited, 3rd person omniscient).
2	H	GL2.1.D Identify simile, metaphor, onomatopoeia, alliteration, or personification in poetry or prose.
3	A	GL2.3.C Determine the significance/meaning of a symbol in poetry or prose.
18	G	GL2.2.C Differentiate among verbal, situational, and dramatic irony.
19	A	GL2.2.E Discover the common theme in a series of passages.
21	D	GL2.1.D Identify simile, metaphor, onomatopoeia, alliteration, or personification in poetry or prose.
22	F	GL2.1.E Identify how the author reveals character (what the author tells us, what other characters say about him or her, what the character does, what the character says, what the character thinks).
23	D	GL2.3.B Differentiate between mood and tone in poetry or prose.
47	D	GL2.3.A Identify an allusion in poetry or prose.

Answer Key with Reporting Category and Performance Indicator

Reporting Category 3: Word Choice		
Item Number	Correct Answer	Performance Indicator
4	G	GL2.2.B Determine the meaning of a word in context.
5	D	GL2.2.F Select a logical word or phrase to complete an analogy.
13	B	GL2.2.F Select a logical word or phrase to complete an analogy.
16	J	GL1.1.G Select a vivid word (adjective or adverb) to strengthen a description or a vivid verb to strengthen a sentence within a writing sample or passage.
31	D	GL2.2.B Determine the meaning of a word in context.
46	G	GL1.1.G Select a vivid word (adjective or adverb) to strengthen a description or a vivid verb to strengthen a sentence within a writing sample or passage.
57	A	GL1.1.E Select from the following groups of words the correct word for the sense of the sentence: your and you're; its and it's; their, they're, and there. (CVS)
58	H	GL1.1.E Select from the following groups of words the correct word for the sense of the sentence: your and you're; its and it's; their, they're, and there. (CVS)
59	B	GL1.1.F Select from the following groups of words the correct word for the sense of the sentence: stationary and stationery, complement and compliment, principle and principal, accept and except, capitol and capital, affect and effect, where and were, to and too.
60	H	GL1.1.F Select from the following groups of words the correct word for the sense of the sentence: stationary and stationery, complement and compliment, principle and principal, accept and except, capitol and capital, affect and effect, where and were, to and too.
61	D	GL2.2.F Select a logical word or phrase to complete an analogy.

Answer Key with Reporting Category and Performance Indicator

Reporting Category 4: Organization		
Item Number	Correct Answer	Performance Indicator
10	J	GL1.2.K Rearrange the order of supporting paragraphs within a writing sample given a specified organizational pattern (e.g., comparison/contrast, chronological).
11	C	GL1.3.C Revise or identify sentences using effective parallelism within a writing sample.
15	A	GL1.1.I Select the appropriate transitional word to connect sentences within a paragraph.
29	A	GL1.2.D Select an additional sentence to add to an argument within a persuasive writing sample or passage.
33	C	GL1.2.M Choose the transitional device that appropriately connects paragraphs within a writing sample.
35	D	GL1.1.C Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.
40	G	GL1.1.C Evaluate the relevance of supporting sentences by deleting an irrelevant sentence in a passage.
44	F	GL1.2.F Determine the most effective order of sentences within a paragraph.
62	G	GL1.2.A Determine the most effective placement of information using a prewriting graphic organizer.
63	B	GL1.2.A Determine the most effective placement of information using a prewrting graphic organizer.
64	H	GL1.2.F Determine the most effective order of sentences within a paragraph.

Answer Key with Reporting Category and Performance Indicator

Reporting Category 5: Making Meaning		
Item Number	Correct Answer	Performance Indicator
6	H	GL1.1.B Select the sentence from a non-fiction writing sample that relates the writer's purpose (i.e., narration, description, persuasion, exposition, and personal, creative expression).
7	C	GL2.1.B Distinguish fact from opinion within a passage or writing sample.
8	H	GL2.2.A Draw inference(s) from a selected passage.
9	B	GL2.2.D Pinpoint a cause/effect relationship using a graphic organizer.
20	H	GL2.2.A Draw inference(s) from a selected passage.
24	H	GL1.3.B Identify a statement that reveals the writer's biases, assumptions, or values within a writing sample.
25	D	GL1.1.B Select the sentence from a non-fiction writing sample that relates the writer's purpose (i.e., narration, description, persuasion, exposition, and personal, creative expression).
26	F	GL2.1.B Distinguish fact from opinion within a passage or writing sample.
27	C	GL2.2.A Draw inference(s) from a selected passage.
30	J	GL1.2.J Select the thesis statement in a writing sample or passage.
34	G	GL1.1.B Select the sentence from a non-fiction writing sample that relates the writer's purpose (i.e., narration, description, persuasion, exposition, and personal, creative expression).
36	F	GL1.3.A Select a rebuttal statement that best refutes the writer's viewpoint.
37	B	GL1.3.B Identify a statement that reveals the writer's biases, assumptions, or values within a writing sample.
38	G	GL2.2.A Draw inference(s) from a selected passage.
39	B	GL2.1.A Discern an implied main idea from a passage.
65	A	GL1.2.J Select the thesis statement in a writing sample or passage.
66	F	GL2.2.G Select the correct paraphrase of a given passage.
67	D	GL3.1.A Select the type of conflict in a non-print medium.
68	G	GL3.1.A Select the type of conflict in a non-print medium.
69	D	GL3.2.A Infer either the mood or the tone represented in a non-print medium.

Answer Key with Reporting Category and Performance Indicator

Reporting Category 6: Technique and Skills		
Item Number	Correct Answer	Performance Indicator
28	G	GL3.1.B Select the appropriate persuasive device in a given ad (e.g., testimonial, bandwagon, loaded words, misuse of statistics).
48	H	GL3.3.A Evaluate the validity of a variety of media sources (e.g., personal journal, interview, authorized biography, supermarket tabloids, magazines).
70	H	GL3.1.B Select the appropriate persuasive device in a given ad (e.g., testimonial, bandwagon, loaded words, misuse of statistics).
71	C	GL3.3.A Evaluate the validity of a variety of media sources (e.g., personal journal, interview, authorized biography, supermarket tabloids, magazines).
72	J	GL4.1.A Determine the appropriate preparation (e.g., length and timing, rate of speech, visual aids, diction) for an oral presentation to a specified audience or special interest group.
73	C	GL4.1.A Determine the appropriate preparation (e.g., length and timing, rate of speech, visual aids, diction) for an oral presentation to a specified audience or special interest group.
74	G	GL4.2.A Determine methods of engaging interest during an oral presentation.
75	A	GL4.3.A Evaluate delivery techniques appropriate to a specified audience (emphasis, diction, body language, tone of voice).
76	F	GL4.3.A Evaluate delivery techniques appropriate to a specified audience (emphasis, diction, body language, tone of voice).